

**INCREASING STUDENTS' SPEAKING MOTIVATION BY PLAYING
BLANKET GAME AT FIFTH YEAR STUDENTS OF MADRASAH
IBTIDAIYAH TAUFIQIYAH BINAAN DUMAI**



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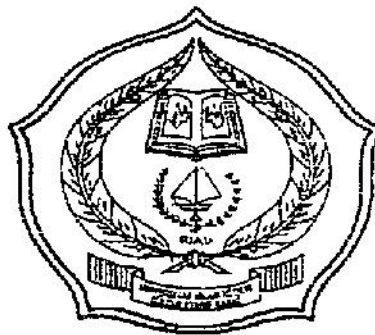
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**FAKULTAS TARBIYAH DAN KEGURUAN
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PEKANBARU
1431 H/2010 M**

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IBTIDAIYAH TAUFIQIYAH BINAAN DUMAI**

A Thesis

**Submitted in Partial Satisfaction of Requirement for the
Bachelor Degree in English Education Department
(S.Pd.)**



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SUPERVISOR APPROVAL

The thesis entitled” *Increasing Students’ Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Duma’*” is Written by Rina Putri NIM. 10714001193 it is accepted and agreed to be examined in the meeting of the final examination of Bachelor Degree of Tarbiyah Faculty and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau .

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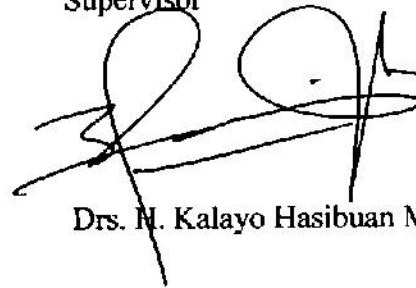
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EXAMINER APPROVAL

The thesis entitled” *Increasing Students’ Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Duma’*” is Written by Rina Putri NIM. 10714001193 it is accepted and agreed and has been examined by the final examination committee of Bachelor Degree of Tarbiyah Faculty and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to submitted in Partial Satisfaction of the Requirements for the Bachelor Degree (S.Pd.) in English Education Department.

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ABSTRACT

The title of this thesis is *“Increasing Students’ Speaking Motivation by Playing Blanket Game at Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai”*.

The writer is interesting in carrying out this research dealing with searching for ‘How is the students’ speaking motivation in learning English by playing Blanket Game? Then, the subject of this research is the fifth year students of Taufiqiyah Binaan Primary School Dumai.

In collecting data, the writer used the formula as follows:

$$P = F/N \times 100\%$$

Where:

P = Percentage Point

F = Total score of the respondents’ classification in each point

N = Total number of the respondents

Based on the data analysis, it can be concluded that the students’ speaking motivation by implementing playing blanket game in teaching English is increased. The result of the data collected by observation increased 86.12% and the data collected by questionnaire increased 92.23%.

ABSTRAK

Judul skripsi ini adalah meningkatkan motivasi berbicara murid menggunakan permainan blanket game di kelas lima Madrasah Ibtidaiyah taufiqiyah Binaan Dumai.

Dalam penelitian ini yang ingin diketahui adalah ‘bagaimanakah peningkatan motivasi berbicara murid pada mata pelajaran bahasa Inggris dengan menggunakan permainan Blanket Game? Subjek penelitian tindakan kelas ini adalah siswa kelas lima pada Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai.

Untuk mengumpulkan data, Penulis menggunakan rumus:

$$P = F/N \times 100\%$$

Dimana:

P = Nilai Persentase

F = Total nilai klasifikasi koresponden pada tiap poin

N = Jumlah responden

Berdasarkan dari data yang telah diperoleh dapat disimpulkan bahwa motivasi berbicara siswa kelas lima pada MI Taufiqiyah Binaan Dumai meningkat menggunakan tehnik permainan blanket game. Dari hasil pengumpulan data yang didapat dari lembaran observasi diperoleh peningkatan sebanyak 86.12% dan dari pengumpulan data yang diperoleh dari angket maka didapatkan peningkatan sebanyak 92.23%.

التجريد

هذا الموضوع الرسالة هي لترقية الدوافع الكلام الطلاب يستعمل اللعب اللحاف في الفصل الخامس في مدرسة الابتدائيةتوفقيه بناءن دوماي.

و في هذا البحث التي تعرف من حاصل البحث التصرف الفصل هي " كيف لترقية الدوافع الكلام الطلاب في درس اللغة الانجليزية باستعمل اللعب اللحاف ؟ هذا موضوع البحث التصرف الفصل هي الطلاب في الفصل الخامس في مدرسة الابتدائيةتوفقيه بناءن دوماي.

لمجمع البيانات, تستعمل الباحثة الرمز :

$$P = F/N \times 100\%$$

في اي :

ف : نتائج

ف : مجموع نتائج في كل جملة.

ن : جملة

بناء على هذه البيانات التي توجد الخلاصة ان الدوافع الكلام الطلاب في الفصل الخامس في مدرسة الابتدائيةتوفقيه بناءن دوماي مرتفع باستعمل التقنية اللعب اللحاف. من حاصل جمع البيانات التي توجد من المراقبة توجد مرفعها ٨٦,١٢% و من جمع البيانات التي توجد من المقابلة فيوجد مرفعها ٩٢,٢٣%

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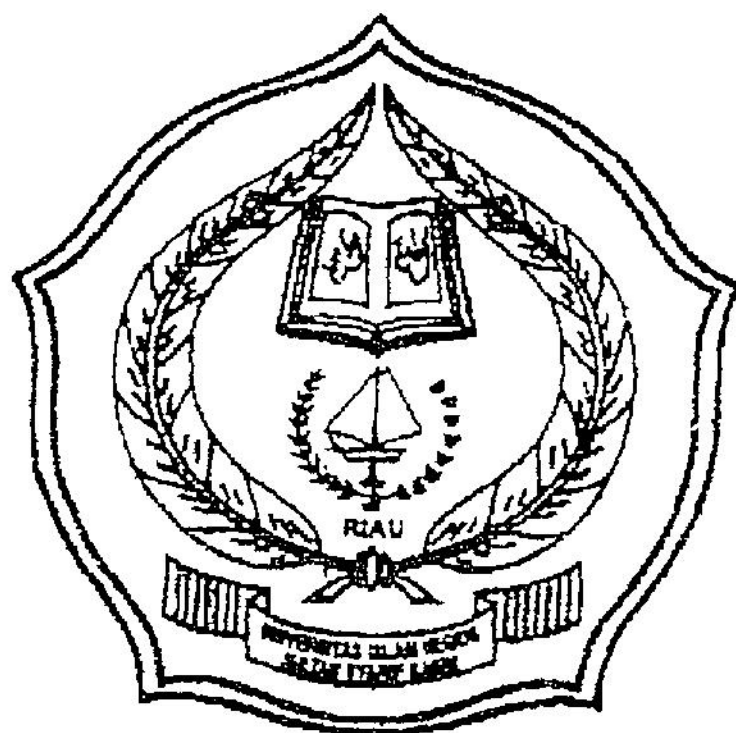
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CHAPTER I

INTRODUCTION

A. THE BACKGROUND

The way of teaching and learning of English has changed nowadays from teacher-centered to students-centered. The students' grades are not an important point any more, but the most important one for students' achievement is that they are able to communicate the language based on the target of language teaching in the curriculum.

In School-based Curriculum (KTSP), the English standard competency for primary school students are to enable students in English especially in the four skills, they are:

1. The listening skill; in listening students should be able to understand simple information and instructions in actions or language,
2. The speaking skill; in speaking, students should be able to communicate the information and instructions based on classroom context.
3. The reading skill; in reading, students should be able to understand the short text and simple picture description based on classroom context.
4. The writing skill; in writing, students should be able to write short functional text in the classroom context.

An English teacher of primary school has greater responsibilities to improve his or her students' interest and to motivate their students in learning

English. The English subject in primary schools put as school based curriculum development.

In Madrasah Ibtidaiyah (MI) Taufiqiyah Dumai, English subject has been taught for four years. The English teacher before was not an English teacher but a classroom teacher who teaches many subjects, such as: religion, science, math, social, sport, and so on.

After running for four years, English subject can makes students interested in studying it. In the beginning of the year of 2007, the writer joined that school as an English teacher. The writer teaches English at the first year to the sixth year. The writer found out the contextual components of the school. They are;

1. The location of the school is in the middle of the civil homes,
2. It is near a harbor and traditional market,
3. Almost seventy percent of the students are orphanages,
4. There are only five classes and no bulb,
5. Black board and chalk are still used in the school,
6. There are fifty eight students,
7. The English class begin in 11.30 P.M to 12.30 P.M and
8. Get flood in every end of the month.

After knowing the school context above, the writer wants to make a successful English instruction. Therefore, the goal as stated in the educational curriculum can be achieved even though the environment is not positive for the teaching-learning process.

During teaching English, the English teacher has used some methods, techniques, and approaches to make the English learning successful. First, the English teacher taught her students using direct method. The translation was given if the students were still confused. The teacher pointed out at the things that existed in the classroom or tried to use her body language, drew the pictures on the black board, showed the real pictures of objects to the students in order to mention the meaning of the vocabulary and the commands.

Second, the English teacher had tried to make the students into group works. The teacher gave one topic for them to discuss in their group. The teacher gave the topic based on the syllabus. The time was set for thirty minutes by the teacher after that one of the students gave the group report to the teacher. After all were collected, the teacher asked other groups to check the answer sheet from others. The teacher controlled the activities and at the end of the activities. She gave the correct answer rather than conclusions based on the topic at that meeting.

Third, the English teacher used songs to vary classroom activities in order to achieve the learning goals. The songs that have been given are 'ABC', 'Good Morning', 'Are You Sleeping', 'Twinkle-Twinkle Little Stars', 'Up And Down', 'The Color', 'Right Here Waiting', and so forth. The students love to sing and dance along their singing.

Fourth, the teacher also used drill method. The teacher gave a lot of assignments, home works, mini talks, and quiz in order to make them understand the lesson. In addition, the students did all.

Fifth, the teacher also gave rewards and punishments to motivate them in learning. The rewards that have been given are;

1. The students got some candies if they got high score or won the quiz,
2. The teacher and all of students gave warm applause to the students who could perform his or her work in front of the class,
3. The teacher gave two thumb up to them if they complete the tasks in the blackboard, and so forth.

The punishments that have been given to them are:

1. Finishing their homework outside classroom,
2. Cleaning the school yard,
3. Singing a song with dance, and so forth.

In addition, the teacher also tries to get closer to the students by making a friendship, listening to them, solving their private problems, greeting them outside of classroom, singing English songs together in rest time, letting them to drink in the classroom, giving five to ten minutes for cooling their body down after they play outside classroom, and so forth.

After all, the students' achievement should be: the students are able to understand the information and instructions given by the teacher, the students are able to express or communicate simple instruction or information, the students are able to understand short texts, and the students are able to write short texts in the classroom context.

The writer found that there is a gap between the teaching goals in school-based curriculum and the students' achievements in the classroom especially in

speaking class. The writer writes some phenomena happen in the classroom during teaching-learning process after one semester in the fifth year students of MI Taufiqiyah. The writer also discussed it to the classroom teacher and after discussed it the writer found the conclusion that is the students have less motivation to talk. The writer found some phenomena as follows:

1. Almost all of the students offer their answers to their friends by whisper it.
2. Almost all of the students answer questions with their smile.
3. Almost all of the students keep silent in speaking class.
4. Almost all of the students ask their friends to answer the quizzes in discussion time.
5. Almost all of the students do not obey the teacher to practice the mini dialog in front of the class.
6. Almost all of the students want to talk if there is a candy that they will get.

Based on the background and some phenomena above, the writer is interested in carrying out a classroom action research entitled:

'Increasing Students' Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai'.

B. THE DEFENITION OF TERMS

To avoid misinterpretation and misunderstanding, it is necessary for the writer to define the operational terms available in this research as follows:

1. Increasing

To increase (-ing) means to become or to make something greater in amount, number, value, etc (Hornby, 2000, p.688).

2. Speaking

Speaking is from the word “speak”. It means to talk something; to have conversation with somebody (Hornby, 2000, p.1289). In this research, speaking means the learners’ oral skill in applying speaking English

3. Motivation

In addition, Purwanto (2007) defines motivation as ‘to stimulate’; an action for having a certain goal by influencing someone feeling and characteristics.

Moreover, according to Hornby (2000, p.864), motivation or to motivate is to make somebody want to do something that involves hard work and effort.

4. Game

In language teaching, an organized activity usually has the following properties; (a) a particular task or objective, (b) a set of rules, (c) competition between players, and (d) communication between players by spoken or written language (Richards, Platt & Platt, 1999, p. 153)

In this research, the writer used Blanket Game to motivate the students’ speaking ability.

C. THE FORMULATION OF THE PROBLEM

Dealing with the delimitation of the problem above, the writer formulates it as the following questions: "To what extend playing blanket game can increase students' speaking motivation in learning English at fifth year students of MI Taufiqiyah Binaan Dumai?"

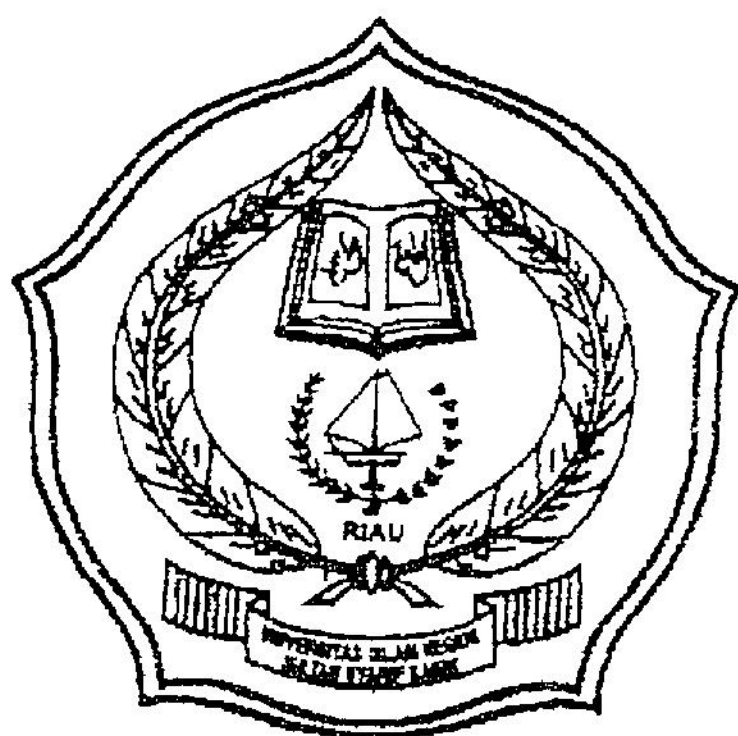
D. THE BENEFIT AND THE PURPOSE OF THE RESEARCH

1. The Benefit

- a) The research becomes an appropriate program which is in line with the contextual problem existing in English learning process in the classroom.
- b) The research becomes a better learning method or technique so that the English teaching-learning activities become interesting and motivating for the students to improve their speaking ability.
- c) The research systematically improves the students' process and product of learning especially for the students' speaking motivation.
- d) The research can increase the students' participation in the learning process in English speaking class.
- e) The research becomes one of the sources in choosing a better learning technique and motivating the students.
- f) The research become one of the references and basic forms for other writers in conducting research in different places and subject for next classroom action research

2) The purpose

The purpose is to make the students' speaking motivation increased by playing blanket game in the fifth year students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai.



CHAPTER II

REVIEWING OF LITERATURE

A. THEORETICAL FRAMEWORK

1. *The nature of learning activity*

a) Teacher's activity

A professional teacher is the one who active make the learning activity become interesting and student enjoy it. When they active that's mean they dominate the learning activity in the classroom. Levine and Oernstein (Ornstein, 1990:8-9) analyzed some research of the effective of the teacher in the classroom. They write seven categories of the effective teacher's activity. They are;

1) Classroom management

Classroom management can develop by a good teacher with some techniques such as: knows what students' need, help and explain what makes the student confuse of something, always give student full attention in obey or disobey the rule of the school, in patient handling student problem, etc.

2) Focusing in teaching

An effective teacher only uses an explicit teaching method and systematically teaching. The teacher start to teach by some

simple phases, give the explanation and lots of review of learning before goes to the next phase, post a question and learned the students understanding, and give systematically correction and feedback.

3) Task time

An appropriate task gives to a student with compatible ability and chance to create academic activity.

4) Question

An appropriate question gives to the student in create participation and facilitated the academic ability. The focus of question is gain to the fact and abstract of students' thinking.

5) Compressive teaching

An affective teacher places a special attention to the student in self-sufficient in and learns how to learn. The student taught to used concepts, problem solving, and observe the understanding of them self.

6) Cognitive teaching steps

A teaching focuses in using reviewing learning mechanism for the lowest prestige student. Then an effective teacher lean

forward their student to the high thought and self-learning by motivate the student to learn in appropriate activity and material.

7) Grouping

An effective teacher able to sets the class in small groups or a person in learning. They able work with one student or group in the same time.

b) Student's activity

The student activity in learning is not only listen and copy the lesson such before. The teachers have to find a strategy to make their student become active in learning. The design of the teaching-learning progress put on the student centered that means student actively follows the learning process. Paul B. Diedrich (in Sardiman, 2007, p.101) writes 177 kinds of student activities. Some of them are as follows;

- 1) Visual activities, such as reading, look at demonstrate picture, experiment, and so on.
- 2) Oral activities, such as retell, conclude, asking, give suggestion, doing interview, discuss, and so on.
- 3) Listening activities are explanation, speaking, discussion, music, and speech.

- 4) Writing activities, are writing a story, report, questionnaire, and copying.
- 5) Drawing activities, are drawing, draw graphic, and diagram map
- 6) Motor activities, are doing experiment, make construction, repair model, playing, gardening, etc.
- 7) Mental activities, are give comment, remember, find the solution, analysis, etc.
- 8) Emotional activities, are interest, boring, happy, enthusiasm, brave, calm, and nervous.

2. *The Nature of Speaking*

Speaking skill is one of the achievements in learning English language. Success in this skill is most important for active English in the wide world society because this ability can help people to understand ideas for further need in life, work, education, social, government, and so forth.

Similarly, Suyanto (2007) says that speaking is one of indicators of success in language learning. Speaking and interaction instinct is the most important thing in learning English language. Furthermore, he also says that the English learners should able to speak English correctly and fluently.

In addition, Nunan (1991) writes that mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in the language (Nunan, 1991, p.39).

Based on the theories above, the writer puts more attention to teach her students in English especially in speaking skill or oral communication.

Before starts, teaching oral communication, an English teachers should know what makes speaking difficult for our students in general. Brown (1994, p. 256) writes some characteristics of spoken language that can make oral performance easy as well as in some cases difficult:

1) Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically through such clustering.

2) Redundancy

A speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Contraction, elisions, reduced vowel, etc. all form special problems in teaching spoken English.

4) Performance variables

Performance variables are; hesitation, pauses, backtracking, and corrections.

Based on the eight characteristics above, the writer puts attention for the students' speaking difficulty. That is the reason why all of the English foreign language teachers should work hard and increase their creativities in finding ways to make teaching speaking skill becomes easy, enjoyable and fun for their students. There are some techniques for teaching oral communication skill that experts suggest, one of them is Brown, (1994, p. 270-279) who maintains that there are more than hundreds of teaching speaking skills. A few of them are as follows:

- 1) Pronunciation: Rhythm and thought groups
- 2) Pronunciation: Intonation
- 3) Strategy consciousness raising Interactive techniques

Interactive techniques are almost impossible to categorize but there are a few of possible types: interviews, guessing games, jigsaw tasks, ranking exercise, discussions, values clarification, problem-solving activities, role-play, and simulations.

- 4) Individual practice: Oral dialogue journals

It offers students a way to express themselves orally, to convey real concerns and thoughts, to practice speaking, and to get feedback from the teacher on both form and content.

In this research, the writer used one of the teaching techniques. The writer used playing blanket game in grade five at the MI Taufiqiyah to improve their speaking skill. For the purpose of the writer, it needs to motivate their students to do oral communication in English foreign language class.

3. *The Nature of Motivation*

a) Motivation

Generally, the definition of motivation is a power that influences somebody to do something. Motivation can cause some actions to increase students' learning product and the goal of teaching learning will be achieved. In internet journals, it is said that motivation is one of the keys that influence the rate and success of language learning (Dörnyei, 1998; in Hokkaido, 2006, p. 16-28).

b) Students' motivation

Students' motivation is one of most important aspects that teacher should pay more attention because it has some advantages to the students. Haycraft says that the importance of motivation is summed up, briefly, as the learners' desire and need to learn the driving force that makes learners work hard, pay attention, and so on (1991, p.6). Moreover, according to Purwanto (2007, p.73), the role of motivation in learning as a motivation force. It means that it is as

power that will motivate the learners to learn in order to achieve the goal.

In addition, Krashen in Walter, Teresa, quoted by Hasibuan, (2008) states that "the aspects influencing language acquisition include affective variables covering (1) Self-esteem, (2) Motivation: motivated learners are more focused and take greater risks, ... (Hasibuan, 2008, p.5)."

Then, Hamalik (2006, p.162-163) states that there are two kinds of motivations: intrinsic and extrinsic motivation. Intrinsic is the motivation that includes the situation of learning and find the learners needs and goals, and it is also called pure motivation because it comes up from their own mind. Extrinsic motivation on the other hand is the motivation that causes other factors from the outer learning situations for example: grade, certificate, prize, and so forth.

Moreover, Edward Deci (1975, in Brown, 1994, p. 38) defines motivation as follow:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward, ... intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

As a teacher, he or she should know which kinds of motivation are more powerful to our students in guiding learning process. Maslow (1970, in Brown, 1994, p. 38) states that intrinsic motivation is clearly superior to extrinsic. Similarly, Jerome Bruner (1962, in Brown, 1994, p. 38) says that

there is the most affective factor to help children and adults in learning which is to let them free from the control of rewards and punishments.

Hamalik, (2006, p. 161-162) writes some values of motivation in learning process:

- 1) The indicator for the success and the failure of learners learning
- 2) Learning based on motivation is teaching that is appropriate to learners' need, motive, and interest.
- 3) Teachers always try to make their learners to have good self-motivation at least.
- 4) The success and the failure indicators can influence the discipline in classroom management
- 5) Motivation is one of the integral teaching points

At least, it is better if a teacher gives special attention to motivate their students in learning. A motivate student learn more active than a student without have it. Responsibility of this is on the teacher hand to get the success of teaching-learning target.

4. The Nature of Playing Game

The primary school students are a time that full of motorist activity where they love to move and play. They created their own game to play with others. Toth (1995) has suggested, "A game is an activity with rules, a

goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language." (Toth, 1995) quoted by Yong Mei and Yu-jing (2000).

Besides, Erzoz (2000) says that games are highly motivating because they are amusing and interesting. Game is an activity that can involve all learners to active, fun, and enjoyable in learning English process.

Then, Kim (1995, p.35) writes that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Games help learners to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage learners to interact and communicate.

In addition, in journals are written by Yong Mei and Yu-jing (2000). They believe that some reasons for using games in class time, they are:

- Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus (Lewis, 1999).
- Through playing games, learners can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy learners can participate positively.

Lengeling and Malarcher (1997, p.42) in their journals classify the advantages of using games in learning English in the classroom. They classify it into four groups, they are:

1. Affective:

The advantages are; lowers affective filter, encourages creative and spontaneous use of language, promotes communicative competence, motivates, and fun

2. Cognitive:

The advantages are; reinforces, reviews and extends, and focuses on grammar communicatively,

3. Class Dynamics:

The advantages are; learner centered, teacher acts only as facilitator, builds class cohesion, fosters whole class participation, promotes healthy competition.

4. Adaptability:

The advantages are: easily adjusted for age, level, and interests, utilizes all four skills, and requires minimum preparation after development.

4. *The Nature of Playing Blanket Game*

Playing blanket game is one of the ways to motivate students in speaking class. This game is easy to play and set in the classroom especially for primary school.

Vernon (2009) writes the way to play this game and some advantages of this.

The ways to use this game in primary school are; at the first time, we create a barrier for someone to hide behind it. This blanket setting up in a clothesline and pegging a blanket on it, or by having two students hold the blanket up, or by draping the blanket over a couple of chairs so, someone could sit behind it and not be seen. (Vernon, <http://www.teachingenglishgames.com/4-12.htm>. 2009)

This game is appropriate to the primary school student. For this reason the writer used this game in the fifth year student of MI Taufiqiyah Dumai.

B. THE RELEVANT RESEARCH

Actually, there are many previous writers regarding with the effectiveness of using playing game technique in improving students' speaking motivation in learning English. A similar research conducted by Captia Idaman (2007) in his research entitled '*The Correlation Between Students' Motivation of Learning English Through Picture Cards and Their English Vocabulary Achievement of The First Year of Islamic Junior High School Al Huda Pekanbaru*', states that there is a significant correlation between them. It can be shown from his research result showing that 6.45% of the students' motivation is influenced by playing cards game. Then, another relevant research is conducted by T. Musdalifah (2008) in her research entitled '*The Use of Role Play in Increasing The 'Students' Speaking Ability at The First Year of Junior High School of Babussalam Boarding School Pekanbaru*'. She state that there is a better achievement in speaking to the students who used role-play than to the students did not. The research result shows that the increasing point is 2. 88. At least, the writer can make the conclusion that increasing students' motivation by playing game can be successful and useful for the aims of English learning based on school-based curriculum for elementary schools.

C. THE ACTION HYPHOTHESIS

According to Gay (1996, p. 10), the purpose of action research is to solve practical problems through the application of the scientific method. It is concerned with a local problem and conducted in a local setting. The primary goal of action research is the solution of a given problem, not contribution to

science. Even though, the teacher teaches in one or more classrooms, a teacher is keeping a part of the process.

Then, Wright (1984) says that,

“Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information” (Wright, Betteridge and Buckby, 1984).

Based on the theoretical above, the hypothesis of this research is the students speaking motivation will increase by playing blanket game.

D. THE SUCCESS INDICATORS

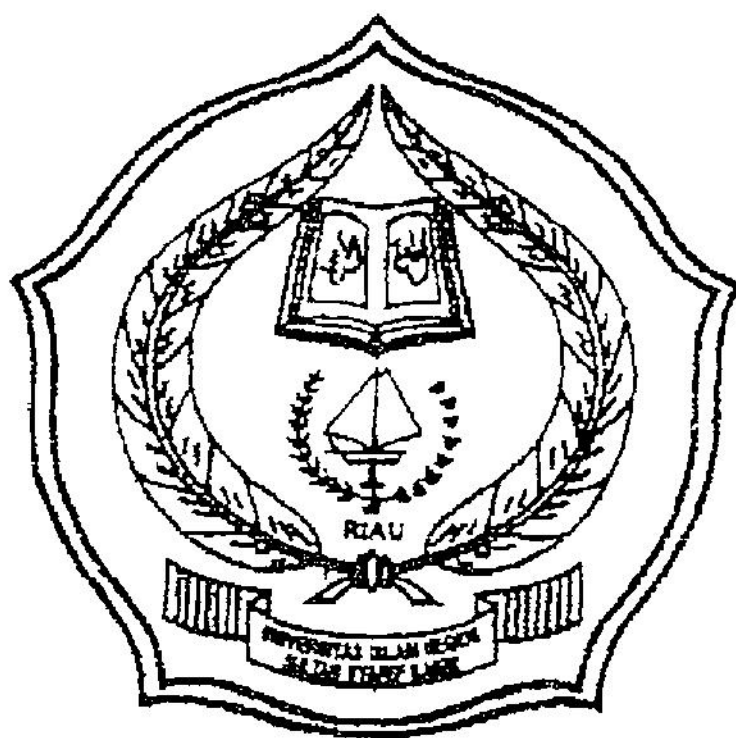
The success indicator of this research is students' speaking motivation increased. In measure it, the writer did the observation by used some indicators to observe s they are;

1. The student come to class early
2. The student bring school equipment
3. The student give full attention
4. The student offer questions
5. The student impatient take turn in game
6. The student impatient take turn in game

Djamarah (2006, p.107) categories some success indicators as follow:

1. Students can master all of subject given to them, it category is special or maximum.

2. Students can master the subject given up to 76% to 99%, it category is very good.
3. Students can master the subject given up to 60% to 75%, it category is good.
4. Students can master the subject less than 60%, it category is low.



CHAPTER III

THE METHODOLOGY OF THE CLASSROOM ACTION RESEACH

A. THE SUBJECT AND THE OBJECT OF THE RESEARCH

The subject of this research is students in the fifth year of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai. The populations of this classroom action research are twelve students. Moreover, the object is the increasing of students' speaking motivation by playing blanket game.

B. THE TIME AND LOCATION OF THE RESEARCH

This action research conducted from 8 May to 26 May 2009. The research location is on Tenaga Street, Dumai Town Resident of East Dumai Riau Province.

C. THE DESIGN OF THE RESEARCH

This classroom action research consists of three cycles. In every cycle, the research consists of planning, acting, observing and reflecting. In this classroom, action research used collaborative characteristics. It means that the writer and the partner working together in this action research. They work together in discussing about plan, action, observation and reflection of the classroom action research. The collaboration between the writer and the partner drawn as follow:

1. The writer : Rina Putri

As a duty, the writer prepares a proposal and convey the learning process using playing blanket game technique and

2. The collaborator : Nopriati, S. Pd. I

As a duty, she observes the research procedures, makes notes of the students' interaction while research in progress, and documents it.

The difference of the duty in this research is only as a technical procedure but both of them have the same chances to planning, acting, and understanding the research work (Setiyadi, 2006, p. 272).

a) Planning

- 1) The writer chose the topic related to the syllabus of the fifth year students at the second semester for the English teacher would teach.
- 2) The writer made lesson plan for every meeting.
- 3) The writer chooses kinds of the games that will be use in the learning process for the research; the game chose based on the children preference to play with.
- 4) The writer divided the class into two groups to participate and to make competition in guiding their motivation to speak up.

b) Action Plan

- 1) Preparation
 - The teacher chooses the topic
 - The teacher plans the time and the location
 - The teacher makes lesson plan for each meeting
 - The teacher provides some information for each meeting

2) Procedure

- The teachers explain the topic including the sample, and picture based on the topic
- The teacher informs the students the game activity that they will have.
- The teacher asks the students to create a barrier together and rearranged chairs and tables in the classroom as game concept.
- The teacher and the observer prepare the observation sheet and note book.

3) Post activity

- The teacher gives some questions to the students to answer directly (oral test)
- The teacher gives speaking activity in which the students work in pair.

c) Observation

After the observation done, the data of the students' speaking motivation by using blanket game collected and then categorized as special, very good, good and low.

The grading of the students' observation gets one point for each item. Six items observed by the observer as long as the activities run. The grading is 'always', 'sometimes' and 'never'. The items classified as their frequency, then, it would have percentage value for each by using the formula as follow;

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage points

F = Total score of the respondents' classification in each point

N = The total number of the respondents (Sudijono, 2006, p.43)

D. THE DATA COLLECTION TECHNIQUES

The data collected by having observation, questionnaire and teacher note.

1. The observation

The writer used this technique to observe the students' attitude while learning activities in English speaking class.

2. The questionnaire

The questionnaire can use as an instrument for grading learning achievement especially in an affective side. The score for each alternative answer is; one for (a), two for (b), three for (c). The percentage of the students speaking motivation by playing blanket game calculated with the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage point

F = Total score of the respondents' classification in each point

N = The total number of the respondents (Sudijono, 2006, p.43)

3. Teacher note

Teacher note used in collect data about the students' attitude while learning process by using blanket game and it used for the reflection for the next meeting.

E. THE REFLECTION AND THE OBSERVATION

1) *The Observation*

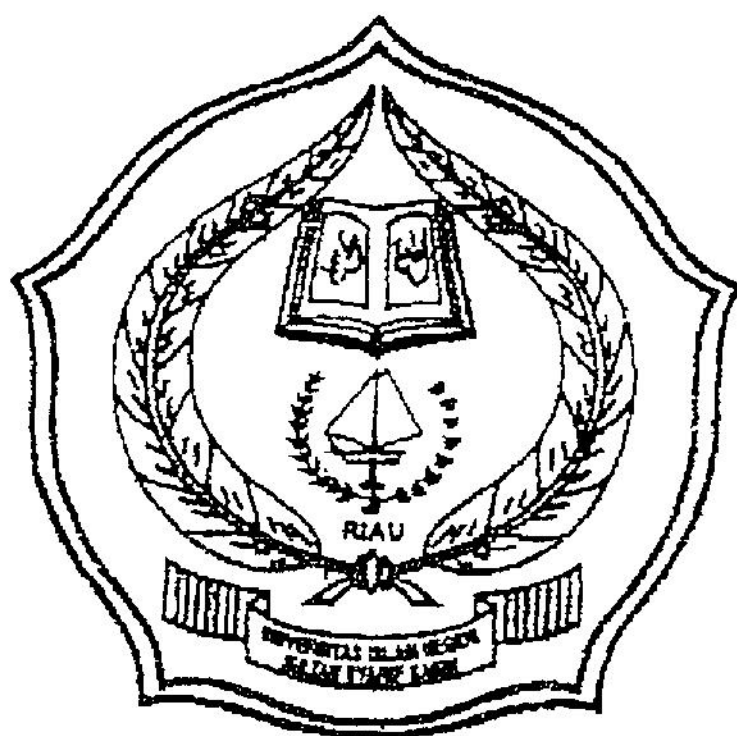
The action conducted for three cycles. In every cycle the writer prepare for the planning, classroom observation, and reflection (in Wiriaatmadja, 2006).

The writer used the structural observations in three meetings of classroom action research. Wiriaatmadja, (2006, p. 114) mentions the way to use structural observations in classroom action research by counting how many students answer the actions, or the students' attitude that their performance while observing.

2) *The Reflection*

The writer and the observer learned and then made an agreement of the observation results such as the success and the failure of the action research in the field notes, and last discussed the next action research in the same class of observation (in Wiriadmadja, 2006, p.106).

The data interpreted, then written in the research sheet report after observation and reflection done.



CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. *The Description of the research setting*

Madrasah Ibtidaiyah (MI) is the same as a primary school but there is a slight difference between them. In the primary school, it only has a religion subject in general but in MI curriculum, it enriched by religion subjects including Islamic Law, History of Islamic Civilization, Arabic Language, Islamic Belief and Moral, and al-Qur'an-hadist.

Since its establishment in 1958, it has concerned to create its student to be good Muslims in society. Many of its students are success in their future. It does not only use Islamic school curriculum, but also the national education curriculum. They combine between Islamic curriculum and national department.

The writer can describe the MI Taufiqiyah setting as follow:

- ❖ The Founder : Tengku Saleh
- ❖ The Head of Community Association: Wan Amran

In running the school, it is lead by a head master. Moreover, some vice head masters have helped the head master in doing his responsibilities and making it successful. The head master until now has changed into some people and periods. It drawn as follows:

Table IV. 1. The Head Master of MI Taufiqiyah Binaan Dumai

NO	NAME	PERIOD	JOB CLASSIFIED
1	Mukhtar Suhil	1958-1980	Head Master
2	Syafi'i	1980-1985	Head Master
3	Wahab	1985-1990	Head Master
4	M. Rais	1990-1994	Head Master
5	Fatimah Ibrahim	1994-2003	Head Master
6	Basyaruddin, S. Pd. I	2003-2009	Head Master
7	Azmiwati, S. Ag	2009 – Now	Head Master

Source: MI Taufiqiyah Binaan document

The Teacher Condition of MI Taufiqiyah Binaan Dumai

Table IV. 2. The Teachers' Identity of MI Taufiqiyah Binaan Dumai 2009-Now

No	Name	Job Classify	Job Status	Job Class	Education
1	NOPRIATI, S. Pd. I	Teacher	Civil Servant	III/c	SI
2	NORHAYATI, S. Pd. I	Vice Head Master	Civil Servant	III/b	SI
3	KARSINI, A. Md	Vice Head Master	Civil Servant	III/a	D3
4	SAFRIANIS, S. Ag	Vice Head Master	Civil Servant	III/b	SI
5	DESMAINI, A. Ma	Teacher	Employee	-	D2
6	WAN FAULINA, A. Ma	Teacher	Employee	-	D2
7	RINA PUTRI, A. Md	Teacher	Employee	-	D3
8	FAUZIAH, A. Ma	Teacher	Employee	-	D2
9	ERLINDAWATI. D	Teacher	Employee	-	SI

Source: MI Taufiqiyah Document

The students of MI Taufiqiyah Binaan Dumai

The number of all students of MI Taufiqiyah Binaan Dumai can described as follows:

Table IV.3. The Students' Quantity of MI Taufiqiyah Binaan Dumai

Student	Year of study	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	Total
The Student quantity for every year	2004/2005	15	10	8	6	5	10	54
	2005/2006	12	15	10	8	6	5	56
	2006/2007	12	12	15	10	8	6	63
	2007/2008	18	12	12	15	10	8	75
	2008/2009	26	18	12	8	6	14	84

Source: MI Taufiqiyah Binaan Dumai document

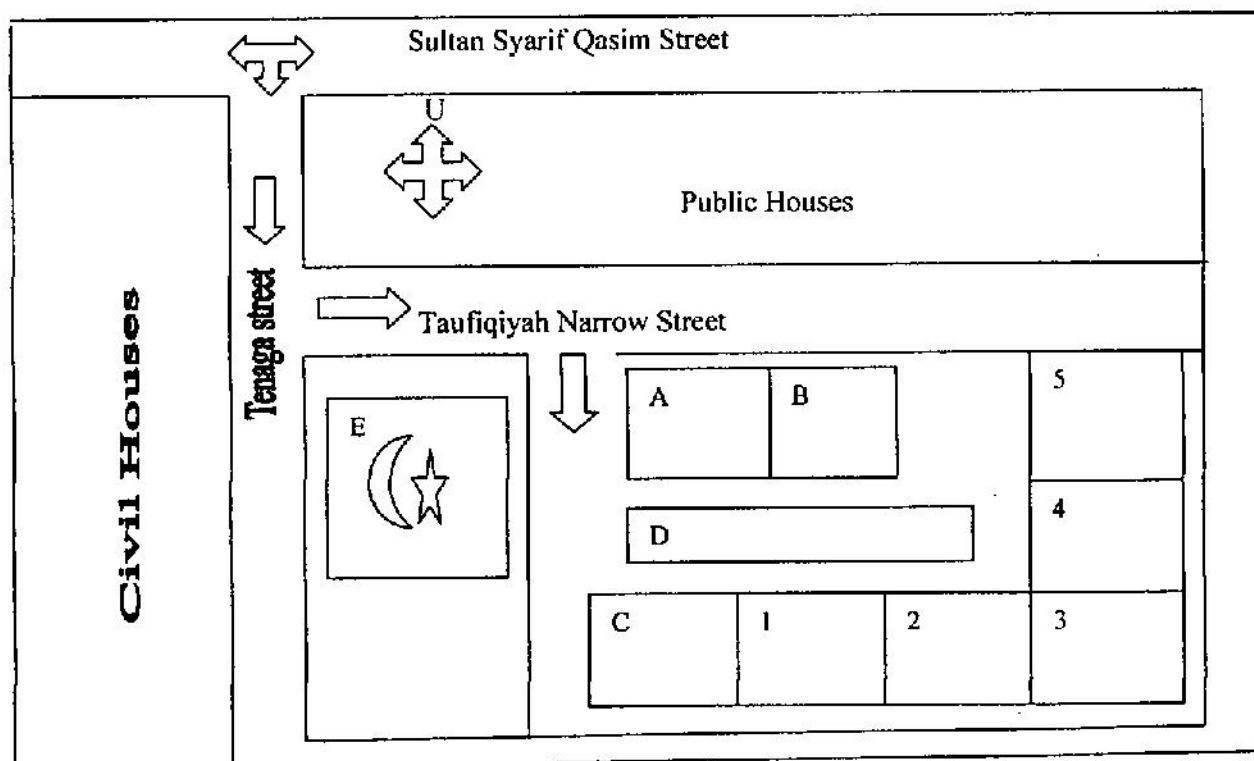
Table IV.4. The Fifth Year Students' Names at Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai 2008 / 2009

NO	NAME	SEX
1	ACHMAD SIGIT	MALE
2	ERIKA ZUSANA	FEMALE
3	HADI ZAMHURI	MALE
4	INDRIANA ARTASYA	FEMALE
5	LILI PERMATA SARI	FEMALE

6	M. ROMADHONSYAH	MALE
7	NATASHA FAZILA	FEMALE
8	PUJA UTAMA	MALE
9	RAHMAD HIDAYAT	MALE
10	ROZALI AKBAR	MALE
11	TENGGU DESI CHAIRANI	FEMALE
12	WAHID	MALE

Source: MI Taufiqiyah Binaan Dumai document

1. The School Map



Explanation:

- A : Headmaster office
- B : Computer Laboratory
- C : Teacher Office

- D : School Yard
- E : Taufiqiyah Mosque
- 1 : The 1st and 2nd Classroom
- 2 : The 3rd Classroom
- 3 : The 4th Classroom
- 4 : The 5th Classroom
- 5 : The 6th Classroom

2. *The Data presentation*

A. The Research Achievement

The data presented in this chapter collected from the research that has done with twelve students in the fifth year students of MI Taufiqiyah Binaan Dumai. The writer in collecting data used the observation and questionnaire to find out the increasing of the students' speaking motivation in English speaking class as in appendix.

In conducting this classroom action research, the writer used three cycles. Every cycle consists of one meeting. In every meeting, the writer prepared a lesson plan. After all meetings ended, the writer gave the questionnaire sheet to the students to fill out. This was a description of the research setting in every cycle.

A. First cycle

First cycle included four phases. They are planning, acting, observing and reflecting. The reflection is important to do to construct the next cycle.

Here are the explanations for each phase:

a) Planning

- The teacher prepared a lesson plan.
- The teacher prepared the observation sheet for the observer and questionnaire sheet for the students.
- The teacher provided some information for each meeting.

b) Acting

The teacher explained the topic and the indicators that the student will have for the speaking class. Next, the teacher gave information about the activities that they were going to have. Then teacher explained the rules of the game to the class.

The teacher gave instruction and guided the students to set the classroom as the game concept that they were going to play.

The observer observes the students' activities while the game runs. She fill out the students' observation sheet and wrote the plus and minus of the activities in the teacher note.

c) Observing

The data are presented in the following points and tables.

Table IV.5. Come To the Class Early

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	10	83.4
Sometimes	1	8.3
Never	1	8.3
Total	12	100 %

The table IV.5 shows that various responses of the students. 83.4 % of the student always comes to class early, 8.3% sometimes comes to class early and 8.3% never comes to class early. It is concluded that the majority of the students love to study.

Table IV.6. Bring School Equipment

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	11	91.7
Sometimes	1	8.3
Never	0	0
Total	12	100 %

The table IV.6 shows that the majority of the students remember to bring their school equipment to school. It is 91.7%, who always bring their school equipment to school, 8.3% sometimes their school equipment to school and 0% never bring their school equipment. The writer can conclude that the majority of the students in that class did good preparation at home before they go to school.

Table IV.7. Give Full Attention

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	9	75
Sometimes	2	16.7
Never	1	8.3
Total	12	100 %

The table IV.7 shows that most of the students always give their full attention in speaking class. It is 75% who always pay full attention, 16.7% sometimes did it, and only 8.3% never did it. The writer can conclude that the game could take them to enjoy the speaking class unconsciously.

Table IV.8. Offer Question

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	4	33.3
Sometimes	3	25
Never	5	41.7
Total	12	100 %

The table IV.8 shows that almost of a half of the class is still unmotivated to offer the question to their friends in the game. It is only 33.3% who always participate, 25% sometimes participate, and 5% never offer questions. The writer concluded that their motivation to speak is still low.

Table IV.9. Impatient Take Turn in Game

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	7	58.3
Sometimes	3	25
Never	2	16.7
Total	12	100 %

The table IV.9 shows that the majority of the students are impatient to take turn in game even though they need to speak up. It is 58.3% who are always impatient to participate in the game, 25% sometimes are impatient to participate in the game and only 16.7% are impatient to participate in the game. The writer concluded that the activities in speaking class during classroom action research make them enjoyable and can forget their weaknesses in speaking.

Table IV.10. Speak Louder

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	2	16.7
Sometimes	3	25
Never	7	58.3
Total	12	100 %

The table IV.10 shows that the majority of the students in the classroom action research are ashamed to speak louder. It is only 16.7% who always speak louder, 25% sometimes speak louder, and the bigger amount 58.3% never speak louder.

Table IV.11 Recapitulation of the Observation Result of the Students' Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai

(First cycle)

No	Items Observed	The Result						Total	
		Always		Sometimes		Never			
		F	%	F	%	F	%	N	%
1	Students come to class early	10	83.4	1	8.3	1	8.3	12	100
2	Students bring school equipment	11	91.7	1	8.3	0	0	12	100
3	Students give full attention	9	75	2	16.7	1	8.3	12	100
4	Students offer question	4	33.3	3	25	5	41.7	12	100
5	Students are impatient to take turn in game	7	58.3	3	25	2	16.7	12	100
6	Students speak louder	2	16.7	3	25	7	58.3	12	100
	Total	43	59.73	13	18.5	16	22.22	12	100

Based on the table IV.11, the recapitulation of the result of the students' speaking motivation in MI Taufiqiyah Binaan Dumai used six items that had been observed during 1st cycle. The total of alternative grade 'always' is 59.73%, 'sometimes' takes 18.5% and 'never' is 22.22%. It concluded that the students' speaking motivation in this cycle is low.

d. Reflection

In this part, the writer and the collaborator (the observer) note some weaknesses in the first meeting in this first cycle:

- 1) The teacher did not ask the students to prepare the English text and notebooks before the lesson begun.
- 2) The teacher unrecognized that a few of her students are playing with their own toys while the learning process in progress.
- 3) Most of the student did not care and understand the teacher's instruction.

To overcome these weaknesses the teacher discussed with the collaborator to find the way out. Then the ways to cope with the problem for better in second cycle are:

1. The students entered the classroom and then after they prayed together the teacher checked all students' school equipments by writing down in the white board what they needed during their English class.
2. The teacher more intensively guided the students to work together to prepare the class for speaking activity.

3. The teacher gave points to the students who could speak out in the game without help of his/her friend.

B. The second cyclist

The second cycle included four phases. They were planning, acting, observing and reflecting for the next cycle. Here are the explanations for each phase:

a) Planning

- The teacher prepared a lesson plan
- The teacher checked all students' school equipments
- The teacher more intensively guided the students to work together to prepare the class for speaking activity.
- The teacher gave points to the students who can speak out in the game without friends' help.
- The teacher prepared a mini talk for the students related to the topic.
- The teacher provided some information for each meeting.

b) Acting

At the beginning of the second cycle, the teacher (the writer) checked all students' school equipments after writing down on the white board what they must prepare for the speaking class. The teacher explained more details about the blanket game; points, rules, and what the students did after the meeting ended. The teacher intensively guided how to make a barrier using things in the classroom. The students allow singing while preparing the game equipment. After all were set up the game begun after the class divided into two groups. Each group freely

gave a name for their group. A group was lead by one leader. The leader led heir friends to win the game. The teacher would give and count the points and announced who the winner is. The teacher wrote the mini talk then asked the students to copy it. After they were ready to copy, the teacher gave a challenging question. The observer and the teacher paid full attention to the students who were motivated to start the mini talk given.

c) Observing

The data are presented in the following points and tables.

Table IV.12. Come to the Class Early

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	12	100
Sometimes	0	0
Never	0	0
Total	12	100 %

The table IV.12 shows the same response of the students. 100% of the students always come to class early, 0% sometimes come to class early and 0% never come to class early. It is concluded that all of the student love to study.

Table IV.13 Bring School Equipment

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	12	100
Sometimes	0	0
Never	0	0
Total	12	100 %

The table IV.13 shows that the entire students remember to bring their school equipments to the school. It is 100% who always bring their school equipments to the school, 0% sometimes bring their school equipments to the school and 0% never brings their school equipment.

Table IV.14 Give Full Attention

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	10	83.4
Sometimes	2	16.7
Never	1	8.3
Total	12	100 %

The table IV.14 shows that most of the students always give their full attention in speaking class. It is 83.4% who always pay full attention, 16.7% sometimes do, and 0% never do it. The writer can conclude that they really enjoy the speaking class.

Table IV.15 Offer Question

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	5	41.7
Sometimes	5	41.7
Never	2	16.6
Total	12	100 %

The table IV.15 shows that almost of a half of class is still unmotivated to offer questions to their friends in game. It is only 41.7% who always participate, 41.7% sometimes participate in giving questions, and 16.6% never offer questions.

Table IV.16. Impatient Take Turn in Game

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	2	16.7
Sometimes	10	83.4
Never	0	0
Total	12	100 %

The table IV.16 shows that the majority of the students are impatient to take turn in the game even though they need to speak up. It is 16.7% who are always impatient to participate in the game, 83.4% are sometimes impatient to take turn in the game, and 0% is impatient to take turn in the game.

Table IV.17. Speak Louder

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	5	41.7
Sometimes	7	58.3
Never	0	0
Total	12	100 %

The table IV.17 shows that the majority of the students in this classroom action research are ashamed to speak louder. It is only 41.7% always speak louder, 58.3% sometimes, and 0% never.

Table IV.18 Rccapitulation of the Observation Result of the Students' Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai (Second cycle)

No	Items Observed	The Result						Total	
		Always		Sometimes		Never			
		F	%	F	%	F	%	N	%
1	Students come to class early	12	100	0	0	0	0	12	100
2	Students bring school equipments	12	100	0	0	0	0	12	100
3	Students give full attention	10	83.4	2	16.7	0	0	12	100
4	Students offer question	5	41.7	5	41.7	2	16.7	12	100
5	Students are Impatient to take turn in game	2	16.7	10	83.4	0	0	12	100
6	Students speak louder	5	41,7	7	58.3	0	0	12	100
	Total	46	63.91	24	33.35	2	2.78	12	100

Based on the table IV.18, the recapitulation of the result of the students' speaking motivation in MI Taufiqiyah Binaan Dumai used six items that had been observed in 2nd cycle; the total of alternative grade 'always' is 63.91%, 'sometimes' takes 33.35% and 'never' is 2.78%. It is concluded that this observation result increases to become 'good'.

d. Reflection

In this part, the writer and the collaborator note some weaknesses in the second cycle:

- 1) The students' attention still breaks by other activities happen outside of the classroom. The students often look out of the classroom through the window.

- 2) The students keep shy asking or offering questions to the teacher or to their friends directly. It can be seen from their face when teacher offer the question to them.
- 3) The student did not want to speak louder because they are afraid of making mistakes. They only used their low voice when answer the quiz.
- 4) The mini talk did not make the students suddenly raise their hand. Just a few of them were enthusiastic in the mini talk.

To overcome these weaknesses the writer (teacher) discussed with the collaborator to find the way out. Then the ways to cope with the problem and for better in third cycle are:

- 1) The students entered the classroom and then, after they prayed together the teacher takes their attention to the class activity by singing their favorite song.
- 2) The teacher more intensively guided the students to post a question, motivated them by telling them, "come on ask your friend what you need to know, you may mix your question with Indonesian language" or by saying, "who is active asking your friends and could guess the quiz in game will get twenty points for your group"

C. Third cycle

1) Planning

The third cycle included four phases; they are planning, acting, observing and reflecting for the next cycle. Here are the explanations for each phase:

- The teacher prepared a lesson plan.
- The teacher makes a variation of the way to play the game.
- The teacher more intensively guided the students to work together preparing the class for speaking activity
- The teacher gave points to the students who could speak out in the game without help of his/her friend.
- The teacher prepared a mini talk for the students related to the topic.
- The teacher provided some information for each meeting

2) Acting

In this third cycle, the teacher informed the students the new way to play the blanket game. The teacher still divided the students into two groups; one group has one leader.

The leader led their friends to win the game. The teacher would give and count the points and announced who win the game. The teacher wrote the mini talk then asked the students to copy it after they finished, the teacher gave a challenging question.

3) Observing

The data are presented in the following points and tables.

Table IV.19. Come to the Class Early

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	12	100%
Sometimes	0	0
Never	0	0
Total	12	100 %

The table IV.19 shows various responses of the students. 100% of the students always come to class early, 0% sometimes comes to class early and 0% never comes to class early. It is concluded that all of the students love to study:

Table IV.20. Bring School Equipment

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	12	100%
Sometimes	0	0
Never	0	0
Total	12	100 %

The table IV.20 shows that the majority of the students remember to bring their school equipments to school. It is 100% who always bring their school equipments to school, 0% sometimes does not, and 0% never brings their school equipments.

Table IV.21. Give Full Attention

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	12	100%
Sometimes	0	0
Never	0	0
Total	12	100 %

The table IV.21 shows that most of the students always give their full attention in speaking class. It is 100% who always pay full attention, 0% sometimes pays full attention and 0% never pays full attention. The writer can conclude that the game could take them to enjoy the speaking class unconsciously.

Table IV.22 Offer Question

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	9	75%
Sometimes	3	25%
Never	0	0
Total	12	100 %

The table IV.22 shows that almost all of the class still motivated to offer questions to their friends in the game. It shows 75% who always participate in it, 25% sometimes participate in it, and 0% never offers question.

Table IV.23. Impatient to Take Turn in Game

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	8	66.7
Sometimes	4	33.3
Never	0	0
Total	12	100 %

The table IV.23 shows that the majority of the students are impatient to take turn in the game even though they need to speak up. It is 66.7% who are always impatient to participate in the game, 33.3% are sometimes impatient to participate in the game and 0% is impatient to participate in the game. The writer concludes that the activities in speaking class during classroom action research make them enjoyable and can forget their weaknesses in speaking.

Table IV.24. Speak Louder

THE RESULT	FREQUENCY	PERCENTAGE (%)
Always	9	75%
Sometimes	3	25%
Never	0	0
Total	12	100 %

The table IV.24 shows that the majority of the students are not ashamed to speak louder. It shows 75% who always speak louder, 25% sometimes speak louder, and 0% never speaks louder.

Table IV.25. Recapitulation of the Observation Result of the Students' Speaking Motivation by Playing Blanket Game at the Fifth Year Students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai (Third cycle)

No	Items Observed	The Result						Total	
		Always		Sometimes		Never			
		F	%	F	%	F	%	N	%
1	Students come to class early	12	100	0	0	0	0	12	100
2	Students bring school equipments	12	100	0	0	0	0	12	100
3	Students give full attention	12	100	0	0	0	0	12	100
4	Students offer questions	9	75	3	25	0	0	12	100
5	Students are impatient to take turn in game	8	66.7	4	33.3	0	0	12	100
6	Students speak louder	9	75	3	25	0	0	12	100
	Total	62	86.12	10	83.3	0	0	12	100

Based on the table IV.25, the recapitulation of the result of the students' speaking motivation in MI Taufiqiyah Binaan Dumai used six items that had been observed in the 3rd cycle; the total of alternative grade 'always' is 86.12%, 'sometimes' takes 83.3% and 'never' is 0%. It is concluded that this observation is 'Very Good'.

Table IV.26. The Observation Recapitulation Results of three cycles.

The observation result	First cycle		Second cycle		Third cycle	
	F	Percentage (%)	F	Percentage (%)	F	Percentage (%)
Always	43	59.73	46	63.91	62	86.12
Sometimes	13	18.5	24	33.35	10	83.3
Never	16	22.22	2	2.78	0	0

Based on the recapitulation above. It shows the increasing of the result in each cycle. In the first cycle the result of always is 59.73% then increased in second cycle become 63.91%. The second cycle to the third cycle the result increased to 86.12%. The increasing percentage points from the first to the second is 4.18% . Then the increased of the second to the third percentage points is 22.21. If it calculated the first to the third cycle it can shows the increased percentage points is 26.39%. The writer concluded that there is a significant increased of students' speaking motivation by playing blanket game at the fifth year students of MI Taufiqiyah Binaan Dumai.

4) Reflecting

The writer and the observer conclude that there is good result after three cycles done. The success indicators are as follows:

- 1) The students' motivation in speaking class increased.
- 2) The students are motivated speak louder to other friends without worrying of any mistakes anymore.
- 3) The student always come to the class early, brings school equipment, and gives full attention.
- 4) The percentages points for the points offer question, impatient take turn in game and speak louder are increase.
- 5) At the last cycle in the students' observation calculated the increasing students' speaking motivation result is very good.

3. The discussion

Based on the result in the students' observation in every cycle, they are the first, second and third cycle, and then it can have the data about the increasing of the students' speaking motivation, where there is an increase in every cycle. In the first cycle, the students' speaking motivation is 59.73%. In this cycle, the students were still confused in the new way of study in speaking class. However, they felt interested and enjoyed it. The writer and the observer found some weaknesses in the first cycle and then made some reflection to overcome them for the next cycle.

Then, in the second cycle, the writer and the observer collaborated to keep the success of the first meeting.

Next, at the third meeting, the students' speaking motivation has significant increased. It becomes 86.12%. The increase of the second to the third cyclist is 22.21%.

At last, the writer can write the students' speaking motivation by playing blanket game in learning English after applied the classroom action research is increase. In another word it can concluded that it is success.

B. The Data from classroom Questionnaires

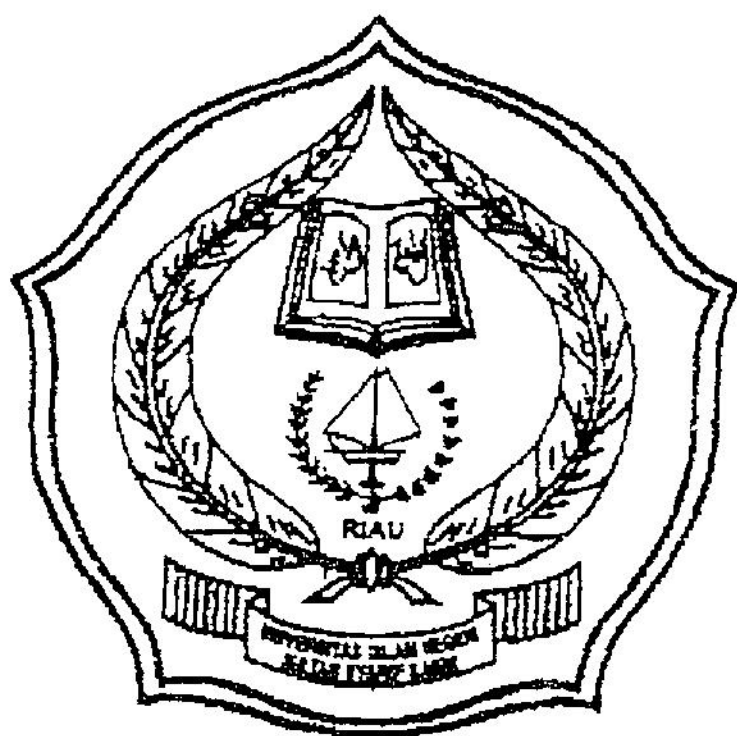
In the way to make the result of the data of this classroom action research valid, the writer and the collaborator used the second way to make sure the increase of the students' speaking motivation by playing blanket game at the fifth year students of MI Taufiqiyah Binaan Dumai. The way is the questionnaire.

The students only chose one of the alternative answers (a, b, or c). The questionnaire sheet consisted of ten questions. The score of each alternative answer is one for (a), two for (b), and three for (c). After the questionnaire done, the writer collected all the sheets and then calculated the students' responses in order to collect the data and drawn it in a table to recapitulate it. The table is shown as below:

Table IV. 27. The Questionnaire Result of the Students' Speaking Motivation of MI Taufiqiyah Binaan Dumai

No	Students	Number of questions										Total	P (%)
		1	2	3	4	5	6	7	8	9	10		
1	1	3	3	3	3	3	3	3	1	3	3	28	93.33
2	2	3	3	3	3	3	3	3	3	3	3	30	100
3	3	3	3	3	3	3	3	2	3	3	3	29	96.67
4	4	3	2	3	3	3	3	3	3	2	3	28	93.33
5	5	3	3	2	3	3	3	3	2	1	3	26	86.67
6	6	3	3	3	3	3	3	3	3	3	2	29	96.67
7	7	3	3	3	3	3	3	3	3	2	3	29	96.67
8	8	3	2	3	3	1	3	3	3	3	3	27	90
9	9	3	3	3	3	3	3	1	3	3	3	28	93.33
10	10	3	3	3	3	3	3	1	2	1	2	24	80
11	11	3	3	3	3	3	3	2	3	3	3	29	96.67
12	12	3	3	2	3	3	3	1	2	2	3	25	83.33
Total		36	34	34	36	34	36	28	31	29	34	332	92.23

From the table above, it can be seen that the students' speaking motivation is 92.23% the result is 'very good'. The writer can conclude that the students' speaking motivation after using playing blanket game at the fifth year student in MI Taufiqiyah Binaan Dumai is 'increase'.



CHAPTER V

THE CONCLUTION AND THE SUGGESTION

A. THE CONCLUTION

Classroom action research is important for teachers to observe and reflect their process of teaching during two semesters. Moreover, for the students it can make their motivation increased because the learning process always changes by the time and can help them away from being bored in a classroom. The writer using blanket game in her classroom action research is successful in increasing the students' speaking motivation in speaking class.

The classroom action research conducted in three cycles and each cycle consisted of planning, acting, observing and reflecting.

The writer collaborated with the other teacher. After the research done, the writer presented the increased of the students' speaking motivation. The conclusion is the students' speaking motivation becomes 'very good'

B. THE SUGGESTION

Classroom action research is as a way to solve teaching-learning problems in the classrooms for the teacher and increased the quality of teaching. English teachers have to pay attention to this action if they want to improve their quality and make their experience in teaching become rich. In addition, this classroom action research will help students cope with their learning process and will increase their prestige in study.

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